DOCUMENT RESUME

ED 322 269 UD 027 569

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TITLE Planning/Evaluation Report for In-School Suspension, Grades 6-12.
INSTITUTION Des Moines Public Schools, Iowa.
REPORT NO DMICS-90-139
PUB DATE Jun 90
NOTE 59p.; The data sheets in Appendix D will not reproduce clearly due to small, filled print.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Counseling; *Discipline; Elementary Secondary Education; High Risk Students; High Schools; *In School Suspension; *Intervention; Middle Schools; Program Evaluation; *Special Classes; Urban Schools
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

The 1989/90 In-School Suspension (ISS) program of the Des Moines (Iowa) Independent Community School District provided an in-school setting for the suspension of students in 15 secondary schools for infractions of the discipline code while continuing their educational program and focusing on the offending behavior through counseling activities. The 1989/90 program budget was $532,433 and is expected to grow to $609,687 for 1990/91. Staffing comprises the equivalent of 15 full-time certified teachers. All 15 schools provide a disciplined environment where intervention focuses on the offending behavior. Fourteen of the schools provide academic support while the student is out of the classroom; the one school that does not provide the support returns the student to his regular schedule following the behavior intervention. The following outcomes are reported: (1) strong support from teachers, program staff, and administrators; (2) for the first year of the program, 1988/89, the high schools reported an 18 percent decrease in out-of-school suspensions from 1987/88 and the middle schools reported an 8 percent decrease; and (3) for the second year of the program, 1989/90, the high schools reported a 4 percent decrease in out-of-school suspensions from 1987/88 and the middle schools reported a 26 percent reduction. The following material is appended: (1) an abstract of the 1988/89 evaluation report; (2) a list of the 1990/91 ISS objectives; (3) a list of current ISS staff; (4) two tables of statistical data reporting 1989/90 suspensions by semester and by school; and (5) an example of a counseling activity. (FMW)

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SECONDARY EDUCATION
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DES MOINES, IOWA 50307

PLANNING/EVALUATION REPORT FOR IN-SCHOOL SUSPENSION Grades 6-12

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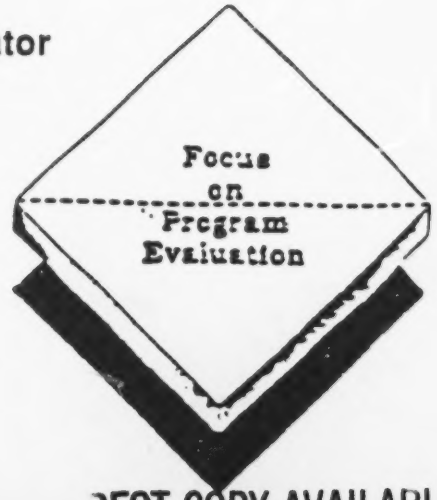

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ABSTRACT

OUR MISSION

The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn.

Program Description

In-School Suspension is not so much a formal program as an educationally sound response to student misbehavior. ISS provides an in-building setting for the suspension of youth for infractions of the discipline code. In all secondary buildings the program provides support to continue the educational program of the youth and to focus on the offending behavior with various counseling strategies.

Needs

In an ideal situation there would be no need to suspend the education of any student for disciplinary reasons. The District needs to continue to work to reduce the number of out-of-school suspensions. Efforts must be made to reduce in-school suspensions as well. In order to improve the quality of the intervention provided during an in-school suspension, work must be done to implement effective strategies to encourage youth to assume their behavioral responsibilities. Reducing the length of time in In-School Suspension is another necessary focus. Reductions in minority suspensions to ISS in three middle school buildings needs to be a focus. Better coordination of resources and provision of in-service opportunities for ISS staff are also needed.

Budget

The In-School Suspension budget is derived from Modified Allowable Growth for 1989-90. This budget totals $532,433 for the current year. For '90/91 the budget will be $609,687 drawn from Increased Allowable Growth for Dropouts and Dropout Prevention.

Staff

The program is staffed by the equivalent of 15 full-time certified teachers. In three buildings the position is shared by two or more teachers.

Goals of In-School Suspension

The program is designed to reduce out-of-school suspensions, to provide an in-building setting for suspension where the students' academic work continues, and to provide intervention based on correction of the offending behavior. These goals are to be implemented in a disciplined environment.

Accomplishments

All fifteen secondary schools provide a disciplined environment where intervention focuses on the offending behavior. Fourteen of the schools provide an academic support to the student while out of the classroom. The school that does not provide this support addresses the problem by returning the youngster to his regular schedule following the behavior intervention.

Major Outcomes

The implementation of In School Suspension has met with broad support in the buildings. Teachers, program staff, and administrators see it as a useful tool.

There were significant reductions in out-of-school suspensions during the first year of implementation of ISS, 1988-89. The high schools reported an 18% decrease and the middle schools an 8% decrease. The second year of implementation 1989-90 has seen a reduction from 1987-88 of 4% at the high schools and 26% at the middle schools.

Future Plans

Reducing the number, duration, and level of suspensions is a primary objective of In-School Suspension. Finding alternative punishments, reducing repeat offenders, and assessing the unique program at North High are part of this plan. The Assistant Director of Middle and High Schools will provide support for the management of budgets and data collection.

CONTEXT EVALUATION

History

The Des Moines Independent Community School District strives to create a learning environment in which all students will succeed. Students who violate school rules and are then suspended from school miss valuable instructional time. These students become at risk of academic failure and need assistance to achieve success.

A concern was raised by the community in the fall of 1986 that there was a high incidence of minority students being suspended from school. Consequently, these students were denied continuous participation in the educational experiences of school. To address that concern, the school district formed the Minority Discipline Committee, coordinated through the Office of Intercultural Programs, which was composed of parents, staff, and administrators. The charge of this committee was to review the discipline policy of the Des Moines Public Schools and how it is used, to examine strategies used in the district's schools to address discipline, and to develop recommendations to help reduce minority suspensions. The administrative response included a recommendation to establish an In-School Suspension (ISS) Program district-wide.

A proposal by the district, submitted to the Budget Review Committee in June 1988, indicated a need for a program that would enable suspended students to have as little interruption to their regular school program as possible and to provide an opportunity for specialized assistance to help each student modify his/her behavior. The Des Moines School District established an In-School Suspension program in its secondary schools in the fall of 1988 to meet that need and to respond to the concern about the high incidence of minority suspensions.

The ISS program uses a highly structured school setting to help students succeed academically and at the same time recognize they have not fulfilled their behavioral responsibilities. This district-wide program was based upon successful pilots of ISS at Harding Middle School and Roosevelt High School during the 1987-88 school year.

In 1989 the Budget Review Committee again granted funding for ISS for 1989-90. They issued a statement, however, that this funding source would not be available for 1990-91. The District has included ISS in the funding package of Increased Allowable Growth for Dropouts and Dropout Prevention for 1990-91. Funding from this source is locally derived with special permission granted by the Department of Education pursuant to qualifications stated in the authorizing legislation [Sections 442.51-442.54 Iowa Code (Appendix A) and Chapter 98, Iowa Administrative Code (Appendix B)].

One effect of receiving funding for dropouts is the need for the program to address the academic growth, personal/social growth and vocational growth of the youth. For In-School Suspension this translates into an increased commitment to respond to the need for counseling around the central issue of behavior and responsibility for one's actions.

One major study has been conducted of ISS. In November 1988 the Department of Evaluation began a report which was completed in January, 1989. The Abstract of this report is included in Appendix A. Major recommendations included:

1) providing careful review of the counseling element of ISS as it relates to student behavior change,

2) exercising caution in interpreting the Piers-Harris self-concept scale,

3) providing information to students, parents and staff about ISS,

4) providing in-service for ISS staff,

5) providing regular ISS staff meetings,

6) investigating the use of regular teaching staff rotating into the ISS room to serve as coordinator and teacher one period a day,

7) investigating the extended use of ISS since this represents student time away from the primary instructional center--the classroom; and

8) clarifying the management of program data.

A second lesser study was prepared by Department of Evaluation in 1989. This issue paper focused on the impact of In-School Suspension on reducing out-of-school suspensions. The conclusions of this report were:

1) Out-of-school suspensions were reduced with the implementation of ISS by 18% (225) at the high schools and 8% (95) at the middle school.

2) In-school suspensions rose a disproportionate amount when compared with the reductions in out-of-school suspensions. ISS's rose 380% (increase of 2423) at the high school and 560% (increase of 735) in the middle schools;

3) When all suspensions are lumped together, there is a dramatic rise in suspensions between 1987/88 and 1988/89. The implementation of ISS led to a doubling of the total number of suspensions in the secondary schools.

A graphic presentation of this data is on page 16.

Policies, Standards and Regulations

Des Moines Schools' attendance policies and discipline policy specifically address the issue of attendance and participation in classes as one key to a successful school experience. Suspension from school is listed as a valid reason for absence. And yet it is clear from reading the policy statements that suspension is a serious interruption of the learning process. In-school suspension is defined in the discipline policy as "temporary isolation of a student from one or more classes while under proper administrative supervision". The in-school suspension is imposed "for violation of school rules or policies (including the Discipline Policy) where the infraction does not necessarily warrant removal from school by suspension." It is therefore clear that this is a disciplinary tool designed to exact student recognition of the severity of his or her poor conduct, intended at the same time to minimize the costs to the student in terms of learning. Education continues during in-school suspension and the student's attendance is uninterrupted thereby avoiding any further disengagement from academic achievement.

State regulations concerning compulsory attendance (274.1, 279.8, 299.8, Code of Iowa, as amended) insist on student attendance for a 180 day instructional period. Additionally, the State Standard for At-Risk Students (Iowa Administrative Code, Chapter 281-12.5 (13) Provision for At-Risk Students) makes reference to providing "special assistance to students who have difficulty mastering the language, academic, cultural and social skills necessary to reach educational levels of which they are capable." This reference to "social skills" supports the notion of providing counseling and academic support for youth who have placed themselves at-risk by virtue of their behavior. It is with this in mind that ISS is viewed as a dropout prevention effort by the District.

Another area of regulation with bearing on the ISS is the need to avoid discriminatory practices. Federal statutes including, Title VI of the Civil Rights Act of 1964, and Title IX of the 1972 Education Amendments address discriminatory practices in curricular programs and district policies. Iowa Code Chapter 280.3 Uniform School Requirements prohibits discrimination in all components of the educational program. Care must therefore be taken that the application of in-school suspension as a punishment be administered in a fair manner and without discrimination.

Current Program Description

ISS operates in all fifteen secondary schools. Twelve schools operate the program with one teacher, Goodrell and Hoyt have two staff who share the responsibility with one at a time covering the ISS room. North High has a team of six teachers who each take one period a day. North uses a vice principal as coordinator for the program.

General components of ISS are academic support designed to minimize academic losses while the student is out of the regular classroom, counseling focused around the behavior that necessitated in-school suspension, and maintaining a pattern of daily attendance in school.

Data collected through March, 1990 indicate that ISS has been utilized 2,085 times in the middle school and 2,489 times in the high schools during the '89-'90 school year. These suspensions have totaled 6,916 days in middle school and 2,848 days in high school.

The average length of an in-school suspension is 2.2 days in middle school and 1.1 in the high schools.

In middle schools in-school suspensions comprise 68 percent of all suspensions; in high school in-school suspensions comprise 68 percent of all suspensions.

Needs Identified for In-School Suspension

"Needs" are discrepancies between a current and a desired state. The desired state is that no interruptions of educational programs are necessary. The use of suspension as a tool to remove the student and to allow the educational environment to continue for his classmates is an option the District recognizes. Education is the socializing process wherein information necessary for successful participation in society is gained by the individual. To suspend this process is to threaten the well being of this individual and his potential for successful participation in society.

To the extent possible, suspension is to be avoided. These goals are the perceived needs of the In-School Suspension Program:

1) to reduce out-of-school suspensions, since most educators recognize that OOSS means a nearly complete cessation of the education process for the period of suspension,

2) a)to reduce in-school suspensions since the most effective educational program happens in the classroom not in the ISS room,

b)to continue to improve the quality of intervention occurring in the ISS so that students grow from the suspension experience. This entails in-service for staff on effective strategies for modifying student behavior, implementation of the strategies and data collection to assess the success of the implementation,

3) to provide greater program coordination for effective use of resources and in-service opportunities,

4) to reduce the disproportionate use of ISS with minorities in three target schools.

Goals and Objectives

Existing program objectives for ISS stated in the 1988 Report of Evaluation include:

1) providing an in-building setting where regular academic programs can continue while the student is under suspension,

2) reducing out-of-school suspensions,

3) assisting students in recognizing their behavioral responsibilities in a school environment by providing a counseling component.

Specific district wide program objectives for ISS were not developed for 1989-90. District wide objectives are in place for 1990-91 as a part of the narrative of the program application for funding with Increased Allowable Growth for Dropouts and Dropout Prevention. Further discussion of these objectives is included in "Future Planning" with copies in Appendix B.

Improvements in Effectiveness, Efficiency and Equity

In-School Suspension originated, in part, as a way of reducing out-of-school suspensions (OOSS). The table below charts OOSS over the last three years, changes in number of suspensions from the preimplementation year 1987-88, and additional days in school recovered by providing ISS rather than OOSS.

OUT-OF-SCHOOL SUSPENSIONS

	High School	Reduction from '87/8 level	Saved Days	Middle School	Reduction from '87/8 level	Saved Days
1987/8	1273			1249		
1988/9	1048	(18%)	652	1154	(8%)	256
1989/90	1217*	(4%)	62	935*	(26%)	848

* Projection based on data collected through March, 1990

There were significant reductions in OOSS during the first year of implementation of ISS, 1988-89. The high schools reported an 18% decrease and the middle schools an 8% decrease. The second year of implementation 1989-90 has seen a reduction from 1987-88 of 4% at the high schools and 26% at the middle schools.*

If one uses 2.9 days as the average for OOSS as is the case for 89-90, then high school youth were in school an additional 652 days in 1988/9 compared to 1987/8 when they would have been suspended to home. For 1989/90 the gain was 62 days over 1987/8. Using our average of 2.7 days for each OOSS, middle school youth gained 256 additional attendance days for 88/89 and 848 for 89/90. When these students are in school their education continues and the opportunity for remediation of poor behavior occurs. When these students are suspended to home, the results are unknown.

The implementation of ISS in 1988/89 produced a reduction in the number of OOSS that year. The effect has been diminished during '89/90.

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* Projection based on data collected through March, 1990

INPUT EVALUTION

Budget and Sources of Revenue

Funds to support In-School Suspension come from local property taxes via Modified Allowable Growth. Modified Allowable Growth is a special levy, permission for which, is granted by the State Budget Review Committee. For FY 91, Increased Allowable Growth for Dropouts will be the source of funds. Table 1 lists the three budget components for ISS for FY 1990 and their status through April 20, 1990.

Table 1 - In-School Suspension
Budget and Expenditures FY 1990
(As of April 20, 1990)

Item	Budget Appropriation	Expenditure (or encumbrance)	Balance
Salaries and Benefits	$ 407,685	$ 311,313	$ 96,371
	$ 105,998	$ 80,558	$ 25,440
In-Service Training	$ 3,750	$ 38	$ 3,712
Supplies	$ 15,000	$ 6,446	$ 8,553
Totals	$ 532,433	$ 398,355	$ 134,076

Expenditures

Costs associated with personnel ($513,683) account for 96% of the In-School Suspension program budget. Staff are listed in APPENDIX C. No administrative costs are included. Of the support budgets, in-service training and supplies, only a small portion had been allocated as of April 1. Just 1% of the in-service training budget and only 43% of the supply budgets have been utilized. Greater coordination is necessary to more effectively utilize these budgets to meet program goals.

Textbooks and Materials In Use and Being Examined

Texts and materials are selected by individual building programs. Materials for use in the ISS room fall into three groups: copies of common classroom texts, commercially prepared or locally generated counseling packets and general reference materials such as encyclopedias and dictionaries. Two programs use video tapes with a counseling focus.

Equipment In Use and Being Examined.

Equipment in the ISS rooms is very limited district wide. The focus on providing a highly structured environment has had an influence here. The absence of direct instruction has also played a part in the minimal equipment used. One school has expressed an interest in computers to extend the classroom into the ISS center. Money is not available for this purpose.

PROCESS EVALUATION

Current Year Goals/Objectives

Existing program objectives for ISS include:

1) providing an in-building setting where regular academic programs can continue while the student is under suspension,

2) reducing out-of-school suspensions, and

3) assisting students in recognizing their behavioral responsibilities in a school environment by providing a counseling component.

East, Hoover, North, and Roosevelt and all middle schools have specific building goals for 1988-89 which target implementation of an ISS program. These goals were met since every comprehensive middle school and high school implemented the program in 1988-89.

District goals for 1989-90 include two which indirectly address In-School Suspension.

1) Improve the general levels of student achievement in the schools.

2) Improve student behavior.

Both goals can be seen as justification for the twin ISS elements of academic support for the student while out of the classroom and counseling relative to offending behavior which resulted in suspension.

In-service/Staff Development

Because of the site based nature of ISS there is a need for sharing of the creative ideas and innovations in buildings. This should be accomplished through in-service. In March, 1989, all ISS teachers met with Judy Richardson and Randy Gordon at the Convention Center on District Inservice Day. The agenda included:

1) the application to Budget Review for ISS funding,

2) end of the year ISS evaluation,

3) in-service needs.

As a result of this meeting an in-service committee was formed of teachers and Mr. Gordon.

In-service training was developed and presented on May 10, 1989 for administrators and ISS teachers. Components of this in-service were as follows:

1) presentation of the compiled data collected describing the 15 ISS programs in Des Moines Schools,

2) discussion and reports on: counseling strategies, repeat offenders, and follow-up, and

3) guest speaker Ellen McGinnis' workshop on "Conflict Management".

Evaluation of the in-service was very positive.

Building on the May 10 in-service, the committee designed a Fall Conference In-service for August 24, 1989. This training had the dual focus of "Goal Setting as a Counseling Intervention" and "Record Keeping As A Means of Demonstrating Effectiveness." Both of these foci were presented by ISS staff - Lynn Simpson, ISS teacher at Hiatt and Bob Lumsden, Vice Principal at Hoyt, respectively. The in-service goal was to make sure that ISS teachers became cognizant of the importance of documenting the intervention strategies being employed in ISS. Only 15% of ISS teachers report a management system for documenting interventions. Follow up in-services were not provided and are not currently being planned. This may be due to the lack of a program administrator or designee charged with providing in-service for the program.

Professional Meetings Attended by Staff

All ISS staff attended a Fall Conference In-service for ISS on August 24, 1989 and District In-service Day, March 6, 1990. When surveyed on additional in-service training engaged during '89-90, no program reported participating in in-service designed specifically for ISS.

Management Systems

In-School Suspension is included in the comprehensive collection of suspension data. This data is collected quarterly and can be electronically assimilated at any time. A copy of the data available is included as Appendix D.

Data collection on the actual types and numbers of interventions that occur in ISS is not consistent. This is due to the site based nature of the development of these programs. Monitoring to determine the more effective strategies will not be possible if greater consistency in data collection is not developed.

PRODUCT EVALUATION

Results of ISS Survey

A survey of ISS staff conducted in April, 1990 yielded the following findings.

1) ISS is a moderate to strongly restrictive environment in 100% of middle school and high school building.

2) Parent involvement beyond notification occurs in 40% of ISS middle school programs and 60% of ISS high school programs.

3) Counselor interventions occur routinely with an ISS referral in 30% of middle schools and 20% of high schools,

4) Information regarding ISS is provided for students in 30% of middle schools and 20% of high schools

5) Beyond the fall conference 1989 in-service opportunity which involved 100% of ISS staff, 30% of middle school and 60% of high school ISS staff sought further in-service on related subjects.

6) Follow up contact with former ISS students occurs in 60% of middle schools and 20% of high schools.

7) Academic interventions occur in 100% of middle schools and 80% of high schools.

8) Counseling focused around the offending behavior occurs in 100% of middle schools and 100% of high schools.

Summaries of Observations by Principals, Vice Principals and Staff

ISS Program staff are uniformly positive regarding the need for and efficacy of the program. Administrators when asked about ISS responded with remarks such as:

"An invaluable program -- there's just enough counseling and uncomfortable atmosphere to be effective."
East High School Vice Principal

"The best program the District has put in. It beats sending kids home. You can make it fit your own needs as we've done."
North High School Vice Principal

"The strong point is that the student still does assignments from the regular teacher. It's a day not lost to education."
Brody Middle School Principal

"It's a real educational tool. What really happens for some kids who are turned off to school is they get a whole lot of work done and return to class more caught up than before."
Merrill Middle School Vice Principal

NCA Evaluation Results

Roosevelt High School's NCA self study, conducted in 1987/88 and presented to the NCA evaluation team in October 1988, documents the existence of ISS at that site. The self study evaluation results cite three evidences of success:

1) Dropout rate due to truancy and attendance policy is down.

2) Referrals to office for work not made up are down.

3) Although truancy notices are up slightly, days lost to suspensions are down significantly.

Regrettably, the NCA team's evaluation report does not address ISS.

ISS is included in East High's self study and was presented to the evaluation team October 1989. ISS yielded these outcomes for 1988/89:

1) There were very few repeaters.

2) Faculty have supported the program by providing assignments.

3) Students complete assignments while being disciplined.

4) Students meet with the counselor for one hour while in ISS.

The NCA team's evaluation report is not available at this time.

Outcomes from District Objectives

Three goals were laid out in the Report of Evaluation of 1988 prepared by Department of Evaluation.

Goal #1 Provide an in-building setting where regular academic programs can continue while the student is under suspension.

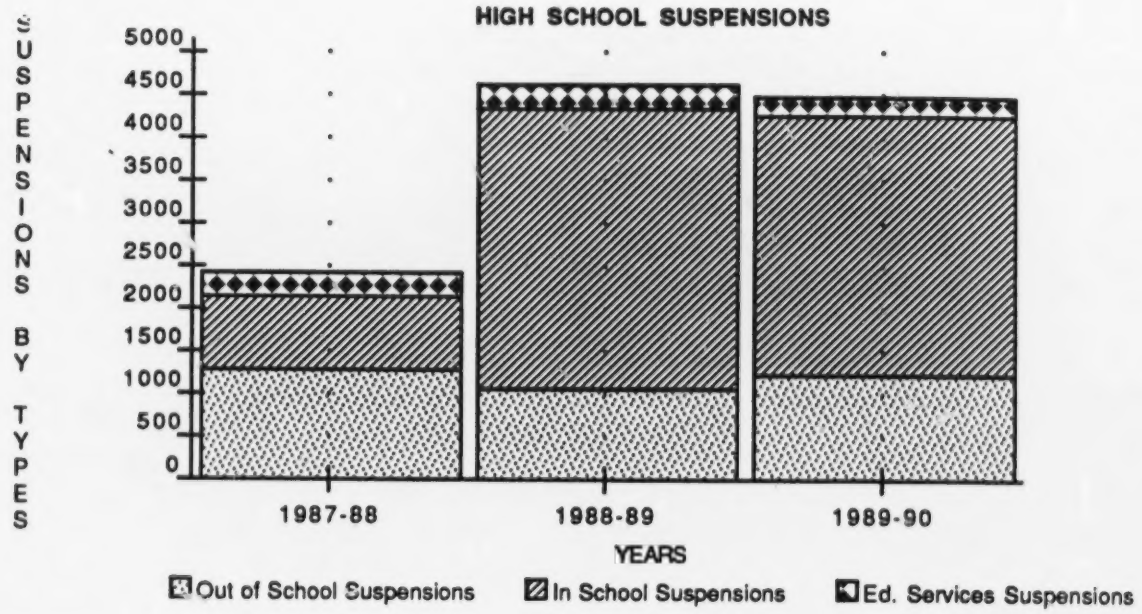
The goal is being met in 14 of the 15 comprehensive high schools and middle schools. The Alternative High Schools do not provide for in-school suspension. A list of instructional staff and buildings is included in Appendix C .

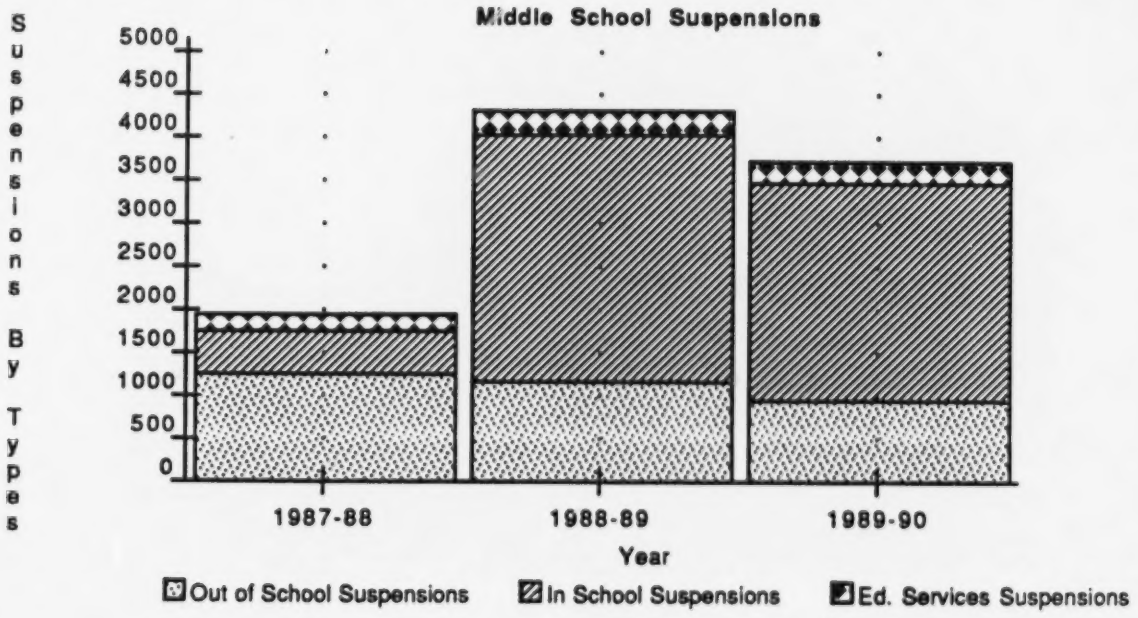
A second question posed by this goal is the extent to which the regular academic program can continue in the ISS room. All schools with the exception of North High, report providing an academic intervention of some sort. Most often the student reads and does homework. Most programs seek assignments from classroom teachers to support this process.

Goal #2 Reduce Out-Of-School Suspensions (OOSS)

Data through April 1, 1990, indicate that out-of-school suspensions have been reduced by 4% from the 1987/88 baseline for the high schools. The same data for the middle schools shows a reduction of 26% from the 1987/88 baseline.

Though it is clear that OOSS have been reduced, the net effect of ISS is somewhat less clear. This number of in-school suspensions has increased from a total of 1380 in 1987/88 to a projected figure of 5,578 for 1989/90. This is a increase of 400%. The total days out of class due to ISS are projected to be 9196 for 1989-90. The following graphs illustrate the increase for high school and middle school.


HIGH SCHOOL SUSPENSIONS
SUSPENSIONS BY TYPES
5000
4500
4000
3500
3000
2500
2000
1500
1000
500
0
1987-88
1988-89
1989-90
YEARS
Out of School Suspensions
In School Suspensions
Ed. Services Suspensions


Middle School Suspensions
Suspensions By Types
5000
4500
4000
3500
3000
2500
2000
1500
1000
500
0
1987-88
1988-89
1989-90
Year
Out of School Suspensions
In School Suspensions
Ed. Services Suspensions

It is clear that with the addition of ISS to the disciplinary options available to the school, the number of suspensions overall is up since 1987/88. The increase in total suspensions from 4680 for 1987-88 to a projected 8171 for 1989/90 represents an increase of 75% more total suspensions today than two years ago. Clearly administrators see ISS as a valuable tool. Formerly many of these students would sit idle in the office; now they work toward understanding their own behavior and completing assignments.

Goal #3 Assist students in recognizing their behavioral responsibilities in a school environment by providing a counseling component.

All ISS programs have a counseling component. Essentially two techniques are utilized in encouraging students to recognize their behavioral responsibilities. The first of these is the rigid disciplined environment of the ISS room which is meant to be an aversive stimulant for students. The absence of opportunity for social interaction, and restrictions on bathroom use, lunchroom privileges, snacks, and talking, do establish a disciplined climate in nearly every ISS room.

The second technique is having students focus on the offending behavior. Most programs require a written narrative of the situation and recognition of the particular rule broken by the student behavior. Often this is followed by completion of a packet of materials designed to improve decision making skills. An activity such as reading about an incident where a character makes an important decision similar to the one which resulted in the student's suspension, will be followed by a writing opportunity where the student describes a more positive response to the problem. The ISS teacher monitors this work and determines its acceptability. A copy of such an activity is included in Appendix E.

Adherence to Standards, Policies, Regulations

Because suspension of classroom instruction is a serious interruption in the education of a student, suspension as a tool in curbing and shaping student behavior must be used in an equitable manner.

Des Moines' 1989-90 Race Equity Review Status Report will show that three middle schools suspend in excess of 10% more minority youth than the percentage of minorities in that building. In each case instance, Black youth have the greatest disparity in their suspension rate.

In-School Suspensions to Black Youth

School	No. Students	No. Blacks	Percent Blacks	#ISS Total	#ISS Blacks	% ISS for Blacks
Callanan	594	107	18%	370	107	29%
Meredith	644	152	24%	234	118	50%
Merrill	527	107	20%	126	65	51%

This information is noted at the state level where the Des Moines District is cited for failure to comply with laws on nondiscriminatory practices.

Merrill set a building goal for 1989-90 to reduce the disproportionate number of minority suspensions. Callanan, Meredith, and Merrill are documenting efforts that they are making to reduce these suspension rates. Callanan implemented a pilot program of conflict management which assists students in solving their problems without office referral.

Unintended Outcomes or Consequences

The growth in the total number of suspensions and resulting increase in days lost for direct instruction is the most serious unintended outcome of instituting the program of ISS. Consideration should be given to the additional days lost for direct instruction. Methods of reducing not only out-of-school suspensions but also in-school-suspensions need to be sought. At the lower levels of severity of misbehavior, detention before or after school could be as effective. Combining detention with the use of a counseling strategy would increase the likelihood for behavior change.

Alternative Measures Being Piloted or Used

North High has developed a plan for ISS with several interesting facets. The greatest single difference at North is the absence of an academic intervention. Homework or classwork assignments are not brought to the ISS. Instead the student works only on a packet of materials which focuses on the offending behavior and how to avoid a recurrence. As soon as the packet is finished to the satisfaction of the teacher, the student returns to the class. The net effect is that North averages only .1 days per in-school suspension. This is a fraction of the average for all high schools - 1.1 days per in-school suspension. Even with the highest number of ISS's, North has by far the lowest total days lost from classroom instruction. North's days lost - 129 through 4/1/90 is only one-third of the next lowest high school on the chart of days lost.

FUTURE PLANNING

The Assistant Director of Middle Schools and High Schools will coordinate In-School Suspension in 1990-91. Plans for areas of focus include:

1) reducing the use of In-School Suspension by:

   a) finding alternative punishments for minor behavior infractions -- detention, take home packets, etc.,

   b) setting goals for reducing repeat offenders,

   c) continuing to monitor the North High ISS implementation plan and determining the general appropriateness for use in other sites,

2) working with Callanan, Meredith, Merrill to reduce the incidence of minority suspensions to ISS,

3) providing in-service training for ISS staff,

4) managing budgets,

5) establishing a consistent management system so that the value of various intervention strategies may be determined,

6) collecting data consistent with the objectives stated in the funding application for Increased Allowable Growth for Dropouts and Dropout Prevention. (Appendix B.)

APPENDIX A

ABSTRACT OF 1988 EVALUATION REPORT

Report of Evaluation:

IN-SCHOOL SUSPENSION PROGRAM

1988

Department of Evaluation, Research and Testing

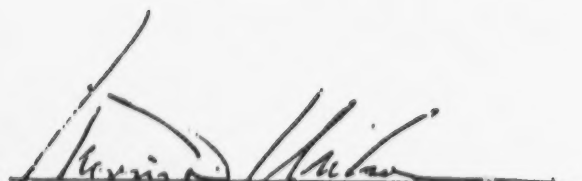
Des Moines Independent Community School District

1800 Grand Avenue

Des Moines, Iowa 50307-3382

Mariann Culver

Evaluation Intern

Approved: 

Morris D. Wilson, Ph. D.
Director of Evaluation, Research, and Testing

January 9, 1989

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH

Evaluation Abstract

January 6, 1989

PROJECT TITLE:	In-School Suspension Program
COORDINATOR:	Dr. Barbara Prior, Director Secondary Education
STAFF:	15 Full-time equivalency teachers
OPERATIONAL SITES:	5 High Schools and 10 Middle Schools: East, Hoover, Lincoln, North, Roosevelt, Brody, Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, Merrill, Weeks
POPULATION SERVED:	All secondary students attending school at the operational sites
FUNDING:	Source: Allowable Growth
	Total Amount Budgeted $455,750.00
	Salaries and Benefits $420,000.00
	Supplies $2,000.00
	Furniture $15,000.00
	Training $3,750.00
	Improvements $15,000.00
	Total Amount Expended (as of Oct. 31, 1988): $92,741.18

PROGRAM DESCRIPTION:

The Des Moines Independent Community School District established an In-School Suspension (ISS) Program in its secondary schools in the fall of 1988. ISS uses a highly structured school setting to help students succeed academically and at the same time recognize that they have not fulfilled their behavioral responsibilities.

CONCLUSIONS:

For this initial evaluation, most of the information was gathered from each school's written description of the ISS program submitted to the Executive Director of Secondary Education and four interviews of one middle and high school principal, one high school vice principal, and one ISS teacher. The school personnel interviewed were from Harding and McCombs middle schools and East and Roosevelt high schools. Because staff at each school provided the information perceived to be necessary and important, some information was not provided by all in the written descriptions. This may indicate variance among programs or a failure to state all the procedures the staff at an individual school are following.

1. Budget: For fiscal year 1988-1989, 20.3% of the allotted monies was spent for the ISS Program. Most of the remaining monies for furniture were encumbered. None of the monies for staff training have been used and none are encumbered. There are still funds available in these categories: salaries and benefits, supplies, and improvements.

2. Counseling Component: All the schools have counselors who help students avoid future referrals and become more responsible students. The middle school staff as a whole should be commended for their comprehensive ISS programs. Staff at some of the middle schools are administering the Piers-Harris Children's Self-Concept Scale to the students assigned to ISS.

3. Orientation for Students and Parents: Though the only information available about orientation for students and parents is from the school personnel interviewed, staff at these schools have made an effort to inform both groups early in the school year. The general population of students were told what ISS is, how a student is referred to ISS, and what to expect if ISS is assigned. One of the schools introduced the ISS teacher to the students.

4. In-Service Education: There was in-service education for staff involved with the ISS program conducted in August 1988 by Dr. Jerry Conley and Jerry Sulwell, principals at Roosevelt and East high schools. Plans are being made for the ISS and School Within a School staff to meet sometime before school is out.

5. ISS Program: The rules that are enforced in most of the schools include no talking without permission; the ISS teacher granting rest room privileges only once each morning and afternoon; no participation in extracurricular activities; no sleeping; and eating lunch in the ISS room.

6. Characteristics of ISS Teachers: Based on the information that was collected for the evaluation, there does not appear to be any particular characteristic that determined who was hired for the 15 full-time positions. The endorsements, areas and levels previously taught represent a broad range of experiences and educational backgrounds. The ISS teachers, as a group, have many years of experience, and additional hours past a bachelor's degree.

7. Staff Roles-ISS Teacher: The ISS teacher monitors student behavior and assists students with classroom assignments while the student is in ISS. If the occasion arises that there are no students in ISS, the administration at each school can assign the ISS teacher to perform other duties as needed. The ISS teacher is a coordinator at one middle school and the ISS room is staffed by teachers with various subject area expertise. This ISS teacher acts as a liaison between the administration, teachers who work in the ISS room, and other staff in the building.

8. Staff Roles-Vice Principal: Usually, the vice principal assigns students to ISS, determines the length of assignment, informs the parent(s) of students assigned to ISS, explains the ISS room rules to the student, and assists in monitoring the successful completion of ISS. Another who assumed these duties in the schools was the principal.

9. Referral Process: Breaches of discipline that resulted in ISS for all schools were attendance, fighting, possession or use of tobacco, alcohol, drugs, or any contraband, criminal or illegal behavior, threats to students or school employees, insubordination to school employees, and malicious mischief. In addition, there were ISS's assigned for cheating at the high school level.

Generally, students are assigned ISS for one day. Two and three days are the next most common length of suspension. There were 35 ISS's that lasted between 18 and 33 days. These 35 ISS's could be explained by the methods schools use to record students' attendance while assigned to ISS. It appears all school staff do not record in the Pupil Accounting System students' absences, transfers, and withdrawal from school as they relate to suspensions, in the same manner.

10. Facilities: Generally, there are textbooks, encyclopedia, and dictionaries in the ISS room. Study carrels would seem to help maintain the appropriate atmosphere in the ISS room as they inhibit student interaction. The four schools in which interviews were conducted posted the ISS room rules in each study carrel, if study carrels were present, and on the walls of the room. This provided a constant reminder of those rules.

11. Suspension Report: There were 2,167 total suspensions from August 29 to November 15, 1988. These will begin to provide the baseline data necessary for comparison next year about whether or not ISS helps to reduce the number of out-of-school suspensions (OOSS). A student's race or gender does not appear to predict an assignment to ISS or OOSS. Significantly more male students than female students are suspended, both to ISS and OOSS. There is nothing to indicate that male students are placed in OOSS more often than females, based on the total proportions of males and females being suspended. Both minority and non-minority students received more ISS than OOSS.

RECOMMENDATIONS:

1. Staff at all schools should review the counseling component of their In-School Suspension (ISS) Program. Special consideration should be given to activities that help students recognize their behavioral responsibilities at school. The students should identify the circumstances surrounding the inappropriate behavior, reasons the behavior is not acceptable in the school setting, measures that will be taken to prevent the repetition of inappropriate behaviors, and personal reactions to the ISS program. Documenting this information would assist administrators during the evaluation of their ISS program.

2. Caution should be used if the results from the Piers-Harris Self-Concept Scale are being utilized. Interpretation of the results should only be undertaken by someone with training in psychological testing and a thorough understanding of the instrument.

3. Because ISS is a new district-wide program for secondary schools, there is a need for all students and parents to be informed about ISS. A general description of what ISS is, why a student is placed in ISS, and the reasons for placement should be provided through the school newspaper, newsletter, orientation sessions, and/or parent meetings. A particular need is seen for students to receive this information. If one school assigns ISS for fighting and another school suspends a student from school for the same infraction, there is a potential for confusion if a student changes schools.

4. The opinions of staff involved with ISS relating to their perceived needs for in-service education should be collected. These ideas should be included in the plans for in-service education.

5. ISS teachers and other involved staff should have the opportunity to meet together during the school year to discuss ISS program concerns and successes that have developed since its inception.

6. The method of using the ISS teacher as a coordinator of the program and having teachers with subject area expertise work in the ISS room throughout the day is worth investigating for use in all schools. Students work on math, social studies, science, etc., during the same period when the teacher with that subject area expertise is present. This method of organizing the ISS room gives ownership of ISS to more teachers in the school and helps students receive specific help in each subject area.

7. Administrators and ISS teachers should investigate administrator's use of ISS for longer than 10 days. Though the 35 ISS's that lasted 18 to 33 days represent less than 4% of all ISS's, this length of time denies the student participation in the regular classroom educational experiences.

8. The Executive Director of Secondary Education should clarify the procedures for providing information to the Pupil Accounting System as it relates to the following situations:
   a) A student is assigned ISS and never appears for his/her suspension or at school. At a later date, the student drops out of school.
   b) A student is suspended to ISS and becomes ill during his/her suspension.
   c) A student transfers to another school during ISS or out-of-school suspension.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research, and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382.

APPENDIX B

1990-91 OBJECTIVES

IN-SCHOOL SUSPENSION PROGRAM

1990-91

A. BACKGROUND AND NEED

The In-School Suspension Program (I.S.S.) was created in 1988-89 to serve students at all 15 secondary middle schools and high schools of the Des Moines Public Schools. Since the inclusion of ninth grade in the high schools in 1978-79, there has been a steady rise in the number and percentage of youth dropping out of high school. One contributing factor in the decision to drop is the student's attendance at the building. District data indicates a strong positive correlation between poor attendance and dropping out.

Disengagement from the educational program in a building takes many forms. Students may sit in class and fail. They may choose to truant themselves, stay home and fail. They may stay in school and be disruptive. These acts of disengagement may result in a suspension. The district needs to address the disengagement of these students with actions which do not place the student further at risk for dropping out. One such positive intervention option is in-school suspension. Des Moines developed successful pilot projects at Harding Middle School and Roosevelt High School in 1987-88. These models with on site accommodations were implemented in all Des Moines secondary schools in 1988-89 and 1989-90. Funding sources other than the Budget Review of Iowa Dept. of Education are necessary for 1990-91.

B. PROGRAM OBJECTIVES

1. In an effort to reduce out of school suspensions, a minimum of fifty percent of all suspensions will result in an in-school placement for the youth involved.

DOCUMENTATION: annual report of suspensions to in-school and out of school settings for each program site on file with the Associate Director of Secondary Education

2. Inservice training will be provided once a semester for teachers in the In-School Suspension Program to develop strategies and skills for successful interventions with youth suspended for violating school rules.

DOCUMENTATION: a copy of the agenda for each inservice will be on file with the Director of Secondary Education.

ACADEMIC DEVELOPMENT OBJECTIVE

Seventy-five percent of all ISS referrals will result in an academic intervention consisting of instruction and monitored student practice on classroom work or homework assigned by the student's regular teachers.

DOCUMENTATION: a log of intervention strategies utilized with each youth suspended to the I.S.S. program will be kept at each site. These logs will be available in the office of the Associate Director of Secondary Education following the school year.

SOCIAL DEVELOPMENT OBJECTIVE

Seventy-five percent of all ISS referrals will result in an intervention designed to focus on the student's behavior which resulted in the suspension. Review of the offending situation, conflict management, personal responsibilities, decision making skills, and goal setting are appropriate intervention strategies in the social development area.

DOCUMENTATION: a log of intervention strategies utilized with each youth suspended to the I.S.S. program will be kept at each site. These logs will be available in the office of the Associate Director of Secondary Education following the school year.

VOCATIONAL/CAREER OBJECTIVE

Des Moines Schools provide career education training for all middle school youth. High school youth have available to them the services of the New Horizons program. This program provides for preemployment training, public and private sector work experience and appropriate follow-up. The are no present plans to provide for a vocational component within the I.S.S. Program beyond that provided within the secondary school program.

C. SUPPORT SERVICES

1. Orientation

Each youth suspended to I.S.S. will receive a conference from an administrator regarding the offense. He/she will be apprised of the procedures for the suspension by the administrator.

2. Assessment
Each youth suspended to I.S.S. will have his/her record of attendance and behavior reviewed by the administrator who makes the I.S.S. referral. Assignment to I.S.S. will depend upon the immediate circumstances and the student's past record.

3. Counseling
Counseling strategies will be employed by the I.S.S. teacher. Additional support via the counseling program within the building will be sought where appropriate. Referrals to local agencies are easily made through the district provided services of the Student Assistance Program.

4. Placement in other educational institutions
When a full day schedule seems to no longer meet the needs of the student, the administrator involved may refer ~~him/her~~ the youth to other programs where additional support, monitoring or schedule accommodations may be made. Such programs as School Within A School, A.L.P.S. or the Alternative High School might serve in this vein.

5. Follow-up
A file will be maintained on every youth referred to I.S.S. Additional records are kept by the administrator involved. Repeat offenders will receive additional attention including training in new strategies to avoid the situation which resulted in the suspension.

D. EVALUATION
An annual evaluation will be conducted of the In-School Suspension Program.

E. INDIVIDUALIZED EDUCATION PLAN
A log of the intervention strategies employed with the suspended youth will be kept. Since the academic component of I.S.S. is an adjunct to the regular academic program of this youth, a separate academic plan will not be developed in I.S.S.

F. ROLES AND RESPONSIBILITIES OF STAFF/STAFF UTILIZATION
The primary responsibility for the coordination of the program rests with the Director of Secondary Education and the Superintendent of Schools. Staff utilization plans are on file in the office of the

Associate Director of Secondary Education. Building level administrators are responsible for the program at each individual site. Selection of staff for the I.S.S. program will utilize the current District negotiated procedures for selection and placement of certificated employees. Consideration will be given to teachers and support staff with backgrounds in administration, counseling or working with at-risk youth.

G. QUALIFICATIONS OF PROGRAM PERSONNEL

All staff involved will meet certification standards and criteria for employment in their area of certification. Each site will identify the specific needs of staff in terms of skills needed to meet the needs of students involved with the program. Training will be provided to each staff member regarding effective strategies for helping youth meet their needs in a manner which does not incur further suspension.

H. STUDENT IDENTIFICATION PROCEDURES

Each site has set in its program description a list of reasons for referral to I.S.S. Sample program descriptions are included with this proposal. In general, students are referred to I.S.S. for infractions of school or District rules such as:

1. Use of tobacco
2. Truancy
3. Classroom, hallway, cafeteria disturbances or other inappropriate behavior in and around the school building and grounds.
4. Inappropriate behavior while on school owned busses or school chartered busses.
5. Inappropriate behavior while at school sponsored activities
6. Excessive and unresolved tardiness
7. Unresolved detention assignments

I. ADVISORY COUNCIL

There are no plans for a separate advisory council for I.S.S.

APPENDIX C

CURRRENT ISS STAFF

CURRENT ISS STAFF

High School ISS Staff

East High School	Gary Cameron
Hoover High School	Kent Babcock
Lincoln High School	Hugh Drake
Roosevelt High School	Mike Nickerson
North High School	Ken Frey

Middle School ISS Staff

Joseph Brody Middle School	Dennis Scott Harrison
James Callanan Middle School	Loren Chelleen
May Goodrell Middle School	Martha Cumpton/Steve Koroch
Warren Harding Middle School	Kathleen Sojka
Amos Hiatt Middle School	Lynn Simpson
C. O. Hoyt Middle School	Dan Jones
N. D. McCombs Middle School	Camille Bradley
Edwin T. Meredith Middle School	Haywood Boston
A. W. Merrill Middle School	Frederick Keeling
Nathan Weeks Middle School	Ray Lipovac

APPENDIX D

DATA SHEETS 1990

RT PA1577.1 REPORT OF SCHOOL SUSPENSIONS 04/02/90
SCHOOL YEAR 1989-90 TYPE: ALL

	TOTAL SUSPENSION	TYPE OF SUSPENSION: IN SCHL	HOME	EDUC SERV DIV	TRUANCY/ AIT	DISCOND	REASON: ALC/DRUGS/TOB	WEAPONS	CRIMINAL	THREATS	BIGOTRY	DISRESPECT	MISCHIEF	GAMBLING	RACE: AMERINDN	BLACK	ASIAN	HISPANIC	CAUCASIAN	DAYS SUSPENDED: TOTAL	AVERAGE SUSPENS
Y HIGH SCHOOL	1101	554	469	78	603	85	50	2	36	16	1	221	16	71	4	104	6	26	961	3109.0	2.8
VER HIGH SCHOO	424	344	50	30	89	47	41	6	23	12	1	200	5			147	7	7	263	854.5	2.0
COLN HIGH SCHO	588	399	171	18	175	100	52	5	9	12	1	222	10	2		33	5	24	526	992.5	1.6
TH HIGH SCHOOL	890	728	140	22	363	94	19	3	1	2	1	404	3		9	224	37	14	606	693.5	.7
SEWELL HIGH SC	533	462	38	12	21	66	32	3	2	3	1	361		0		203	8	6	321	887.5	1.6
HIGH SCHOOL-N	6	2	3	1					3			3				5			1	44.0	7.3
HIGH SCHOOL-S	109		107	2		5	4	1	30	2	29	38				17		1	91	323.0	2.9
M																					
H SCHOOL	3655	2682	928	168	1321	325	205	20	111	42	36	1629	36	29	13	733	83	28	2769	8216.0	1.8
RICT TOTAL	6860	4592	1827	329	2592	1116	590	77	183	275	65	3106	80	81	25	1602	107	135	5188	15290.5	2.2

NSIONS IN FIRST SEMESTER: 4398. SECOND SEMESTER: 2442

rojection 4959 3036 1277 205

No 68 27 5

RT PAS377.1

REPORT OF SCHOOL SUSPENSIONS
SCHOOL YEAR 1989-90

TYPE: ALL

04/02/90

	TOTAL SUSPENSION	TYPE OF SUSPENSION: IN SCHL	HOME	EDUC SERV DIV	TRUANCY/ATT	DISCOND	REASON: ALC/DRUGS	WEAPONS	CRIMINAL	THREATS	DIGOTRY	DISRESPECT	MISCIEF	GAMBLING	RACE: AMERINDN	BLACK	ASIAN	HISPANIC	CAUCASIAN	DAYS SUSPENDED: TOTAL	AVERAGE SUSPENS
BY MIDDLE SCHO	312	174	124	14	26	143		3	6	3	2	129				46		7	259	581.5	
LANAN MIDDLE S	413	370	41	2	32	16	7	2	4	19		333			2	126	11	8	266	805.0	
BRELL MIDDLE S	391	179	153	59	34	78	7	13	3	9	4	232	11			16	2	7	366	1511.5	
DING MIDDLE SC	535	338	164	33	36	163	11	6	19	27	2	245	6		2	148	28	11	350	1427.0	
IT MIDDLE SCHO	216	162	52	13	2	101	6	6		13	17	62	2		1	62	1	6	152	363.0	
Y MIDDLE SCHOO	350	226	98	26	25	75	9	5	1	29	2	205		1	3	6	1	3	337	971.0	
[illegible] MIDDLE S	197	135	62		13	63	22	3	2	7		89			1	18		3	181	542.5	
NORTH MIDDLE S	292	234	43	13	12	46	13	8	10	48	2	150	3			147		2	143	949.0	
HILL MIDDLE SC	152	126	11	15	18	16	3	5	3	47		22	2			75	1	1	73	324.5	
ES MIDDLE SCHO	187	161	10	16	32	42	6	1	2	2		81	1			4		17	166	701.5	
AL																					
ERVICONAL	3043	2085	762	195	220	751	82	48	30	206	29	1603	25	1	9	622	66	52	2306	8068.5	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELEMENTARY		21	2																		
SECONDARY																					

* means at least one of the students has been suspended more than one time for more than one reason

REPORT PAS577_1 — REPORT OF SCHOOL SUSPENSIONS — 06/04/90

SCHOOL YEAR 1989-90 — TYPE: ALL

	TOTAL SUSPENSIONS	TYPE OF SUSPENSION: IN SCHL	HOME	REASON: EDUC SERV DIV.	TRUANCY/ATT	DIS COND	ALC/DRUG/TOB	WEAPONS	CRIMINAL ACTS	THREATS	BIGOTRY	DISRESPECT	MISC	GANGLING	RACE: AMER INDN	BLACK	ASIAN	HISPANIC	CAUCASIAN	TOTAL	DAYS SUSPENDED: AVERAGE SUSPENSION
EAST HIGH SCHOOL	1356	682	576	98	738	91	64	2	37	36	1	269	16	102	4	134	10	32	1174	4228.5	3.1
HOOVER HIGH SCHOO	562	459	65	38	118	64	54	7	27	14	2	271	5			201	8	7	346	1125.5	2.0
LINCOLN HIGH SCHO	771	560	207	24	258	119	59	6	10	14	1	287	14	3	1	41	4	29	494	1284.5	1.7
NORTH HIGH SCHOOL	1202	970	196	36	525	111	20	5	13	3	1	519	4	1	11	318	42	20	810	994.5	.8
ROOSEVELT HIGH SC	806	682	91	28	120	66	33	3	11	6	1	482		16		282	20	8	490	1451.5	1.8
RUBY VAN METER SC	6	4	2						1	2	3							1	5	4.5	.7
ALT HIGH SCHOOL-N	8	1	6	1					4			4				6			2	77.0	9.6
ALT HIGH SCHOOL-S	140		138	2		9	4	1	31	10	30	55				27		1	112	485.0	2.7
TOTAL HIGH SCHOOL	4851	3363	1281	227	1802	458	254	24	136	85	32	1882	39	122	16	1016	86	98	3635	9523.0	1.9
DISTRICT TOTAL	9510	6366	2633	511	2261	1466	324	28	238	568	83	3551	84	122	43	2228	134	128	7110	22005.0	2.3

SUSPENSIONS IN FIRST SEMESTER: 4459. SECOND SEMESTER: 5051

REPORT PA3577.1 — REPORT OF SCHOOL SUSPENSIONS, SCHOOL YEAR 1989-90 — 06/04/90 — TYPE: ALL

	TOTAL SUSPENSION	TYPE OF SUSPENSION: IN SCHL	OUT OF SCHL	EDUC SERV DIV.	TRUANCY/TARDY	DISCONDUCT	ALC/DRUG/TOBAC	WEAPONS	REASON: CRIMINAL ACTS	THREATS	BIGOTRY	DISRESPECT	MISCONDUCT	GAMBLING	RACE: AMERIND	BLACK	ASIAN	HISPANIC	CAUCASIAN	TOTAL	DAYS SUSPENDED: AVERAGE SUSPENS
BROOT MIDDLE SCHO	395	221	152	22	41	167	5	3	6	5	2	163	3			57		10	328	768.5	1.9
CALLAHAN MIDDLE S	634	540	73	9	70	18	16	3	4	31		484			4	184	18	20	408	877.5	1.3
CORRELL MIDDLE S	528	264	232	27	62	123	10	14	5	13	5	333	14	1		34	3	9	532	2341.0	4.4
HARDING MIDDLE SC	755	444	258	53	97	180	17	9	22	53	4	364	7		7	211	43	2	492	2051.5	2.7
MIATT MIDDLE SCHO	398	262	113	21	61	196	10	16		23	25	117	11		5	102	11	13	272	638.5	1.6
HOYT MIDDLE SCHOO	511	369	124	38	30	107	13	4	1	38	5	312	2	1	5	121	2	7	485	1444.5	2.8
MC COMBS MIDDLE S	294	204	90	1	20	87	25	1	3	11		147			2	15	1	11	266	814.5	2.7
MEREDITH MIDDLE S	406	306	86	14	17	57	13	8	15	72	3	217	3	1		200	2	3	201	1335.0	3.2
RIDDELL MIDDLE SC	203	159	26	20	25	6	1	2	8	68		88	2			96	3	1	104	636.5	3.1
WEEKS MIDDLE SCHO	256	225	15	16	60	58	7	2	2	2		122	2	1		61		21	229	995.5	3.8
TOTAL																					
TRANSITIONAL	4430	2994	1174	262	432	998	117	65	66	316	42	2369	44	4	23	920	20	92	3317	11923.0	2.6

REPORT PAS377.1 — REPORT OF SCHOOL SUSPENSIONS — SCHOOL YEAR 1989-90 — 06/04/90 — TYPE: IN SCHOOL

	TOTAL SUSPENSION	IN SCHL	TYPE OF SUSPENSION: HOME	EDUC SERV DIV.	REASON: TRUANCY/ATT	DISCOMB	ALC/DRUG/TOB	WEAPONS	CRIMINAL	THREATS	TRY	BIGQ	DISRESPECT	MISC	GANG	RACE: AMERINDI	BLAC	ASIA	HISPANIC	CAUC ASIA	NI	DAYS SUSPENDED: TOTAL	AVERAGE SUSPENS
BRODY MIDDLE SCHO	221	221			23	66		1	1		2	127	1				30		8	183		257.5	1.1
CALLAHAN MIDDLE S	560	560			70	122	11	15	4	22		440			3	158	15	19	365		686.5	1.22
GOODRELL MIDDLE S	264	264			36	43	2	2		2	2	195	6			36	2	6	242		285.5	1.08
HARDING MIDDLE SC	444	444			62	77	8		7	9		274	5			52	122	20	2	293		1081.5	2.4
MIAMI MIDDLE SCHO	282	282			21	125	8	5		20	13	85	3			41	60	1	8	191		366.0	1.3
MOYT MIDDLE SCHOO	369	369			23	66	10	6		24	2	218				2	10	2	6	329		904.0	2.5
MC COMBS MIDDLE S	204	204			9	68	9		2	6		110				2	72		8	182		508.0	2.4
MEREDITH MIDDLE S	306	306			95	51	7	2	11	49		168	3			155	2	2	147		959.5	3.1
RUSSELL MIDDLE SC	159	159			39	3	7	3	2	34		73				26	1	1	131		242.0	1.4
WEEKS MIDDLE SCHO	225	225			52	54	6	1	2	2		105	2	1		6	1	18	201		775.0	3.4
TOTAL DISTRICTWIDE	2994	2994			291	382	62	33	29	122	33	1289	20	1	3	461	43	76	2212		6861.5	2.2

REPORT PAS577.1 REPORT OF SCHOOL SUSPENSIONS 06/04/90
SCHOOL YEAR 1989-90 TYPE: IN SCHOOL

	TOTAL SUSPENSION	TYPE OF SUSPENSION: IN SCHL	HOME	EDUC SERV DIV	REASON: TRUANCY/TARDY	DISCOND	ALC/DRUG/TOB	WEAPONS	CRIMINAL	THREATS	BIGOTRY	DISRESPECT	MISCHIEF	GAMBLING	RACE: AMERINDN	BLACK	ASIAN	HISPANIC	CAUCASIAN	DAYS SUSPENDED: TOTAL	AVERAGE SUSPENS
EAST HIGH SCHOOL	682	682			340	13	40		15	6	1	153	13	95	3	64	5	14	596	1382.0	2.0
HOOVER HIGH SCHOO	459	459			84	47	46	5	23	11	1	237	5			168	5	5	281	672.5	1.4
LINCOLN HIGH SCHO	540	540			239	7	38	2	3	2		233	13	3	1	23	3	22	491	630.5	1.1
NORTH HIGH SCHOOL	970	970			463	44	16	2	10			432	2	1	8	253	29	19	661	190.0	.1
ROOSEVELT HIGH SC	882	882			1338	26	68	2	9	1	1	669		15		266	18	8	6388	1004.0	1.1
RUBY VAN METER SC	4	4								2	2								4	3.0	.7
ALT HIGH SCHOOL-N	1	1							1							1				16.0	16.0
ALT HIGH SCHOOL-S																				.0	.0
TOTAL HIGH SCHOOL	3343	3343			1206	133	124	11	61	22	5	1506	33	116	12	753	60	68	2651	3898.0	1.1
DISTRICT TOTAL	6300	6300			1555	200	256	30	266	212	26	3322	33	115	28	1605	103	160	6088	10226.0	1.6

SUSPENSIONS IN FIRST SEMESTER: 3032. SECOND SEMESTER: 3334

APPENDIX E

SAMPLE COUNSELING ACTIVITY

IN-SCHOOL SUSPENSION PROGRAM
NORTH HIGH SCHOOL

Purpose:

The primary purpose of our In-School Suspension Program is to offer North High students and their parents a structured, supervised program for suspended students rather than an unsupervised, unstructured out-of-school suspension. The student assigned to the in-school suspension area will be in an educational environment and isolated from his/her peers. It is felt that our In-School Suspension program will have a positive effect on the students' general school attitude and behavior.

Eligibility:

The assignment of a student to participate in the I.S.S. program will be at the discretion of the administrator in charge of the student's discipline. The administrator will evaluate each case individually as to whether the alternative to "out-of-school" suspension will be used. The nature, number, and seriousness of the offenses will be the determining factors along with a concern and judgment whether a student can benefit from the I.S.S. program.

Major Characteristics:

1. The students will earn their way back into the regular classroom by meeting specific requirements.

2. Re-entry into the regular school program is based on the student's performance in fulfilling the student's responsibilities to the program.

3. A specific room will be available for a maximum of ten to twelve students where learning can take place in a controlled setting.

4. Individual study carrels are available for students.

5. Supervision of the I.S.S. program will be provided by a classroom teacher.

It is critical that supervisors of the I.S.S. be totally dedicated to the philosophy of the In-School Suspension program. The supervisors will be carefully screened and well in-serviced by the administration this fall.

IN-SCHOOL SUSPENSION ASSIGNMENTS

Learning Packets		Student Response		
#1.	Fighting	1.1	1.2	
#1s.	Fighting (Spec. Ed.)	1.1s	1.2s	
#2.	Insubordination	2.1	2.2	
#2s.	Insubordination (Spec. Ed.)	2.1s	2.2s	
#3.	Profanity/Obscenity	3.1	3.2	
#3s.	Profanity/Obscenity (Spec. Ed.)	3.1s	3.2s	
#4.	Smoking	4.1	4.2	
#4s.	Smoking (Spec. Ed.)	4.1s	4.2s	
#5.	Dishonesty	5.1	5.2	
#6.	Truancy	6.1	6.2	
#6s.	Truancy (Spec. Ed.)	6.1s	6.2s	
#7.	Cut Detention	7.1	7.2	
#8.	Possessing Dangerous Items	8.1	8.2	
#9.	Vandalism	9.1	9.2	
#10.	Drugs and Alcohol	10.1	10.2	
#11.	Decisions/Consequences	11.1		
#11s.	Decisions/Consequences (Spec. Ed.)	11.1s		
#12.	Late to School	12.1	12.2	12.3
#16.	Disturbed Class	16.1	16.2	16.3
#17.	Disrespectful Behavior	17.1	17.2	17.3

SUSPENSION LEARNING PACKET #11(s) DECISIONS AND CONSEQUENCES

INTRODUCTION

You have been given a suspension for breaking a school rule. Read this packet and answer the questions in the Student Response Packet. If you need help, ask the supervising teacher.

Do you make poor choices (to break a rule) because of revenge (trying to get back at someone)? Do you make poor choices without thinking of what might happen? Or are you easily led by your "friends"? A suspension is often because of a poor choice that you made.

The first step to change is to admit that you made a poor choice, that no one else can force you to make a choice to break the rules.

DECISION MAKING AND CONSEQUENCES: SITUATIONS

Situation #1. (David)

David worked hard in school but he often did what his friends wanted him to. One day one of his best friends, Rob, got into an argument with Sam. David felt bad and wanted to help his friend Rob, but he knew wrestling season was about to start and he didn't want anything to ruin his chance to be on the team. David told Sam "leave Rob alone or you'll regret it, hot-shot." Then Sam called David names in front of his friends. David and Sam were suspended for fighting and David was taken off the wrestling team for 10 days.

Situation #2. (Linda)

Linda was a good student, but she was not very respectful to adults. She also pointed out mistakes that other students made. Many people thought Linda was impulsive and acted without thinking. One day in history class, Linda gave the correct answer, but the teacher misunderstood her and told her that her answer was not correct. Linda screamed "what do you mean I'm wrong, you should not be teaching! I know more history than you do!" Linda was sent to the office and was suspended.

Situation #3 (Allison)

Allison wanted to be in the "right crowd". She made sure she wore the type of clothes and make-up that was worn by the other "in" kids. Some of Allison's friends started to make a habit of smoking in the bathroom. One day Allison went along because she didn't want her friends to think she was afraid. One girl then got out a "joint", took a drag and passed it to Allison. As Allison took the "joint", a teacher walked in. Allison and her friends were suspended and the police were called.

Situation #4. (Jerry)

Jerry had trouble making good grades in school. He was several credits behind, and, even though he wanted to graduate, he didn't want to work hard. This semester he was repeating U.S. History. The teacher, Mr. Turner, was upset because Jerry wasn't handing in any assignments. Often he would say "looks like another zero for you Jerry!" Jerry decided to get back at Mr. Turner by slashing the tires on his car. But someone saw him do it and Jerry was suspended. The police were also called.

DECISION MAKING AND CONSEQUENCES: Causes

1. Peer pressure (David and Allison)
2. Not thinking before acting (Linda)
3. Revenge (Jerry)
4. Wanting friends to think you're cool (Allison)

The best way to avoid making a poor choice, like these students did, is to think of the possible result of this choice. If a negative result is likely, then you may want to avoid that choice.

DECISION MAKING AND CONSEQUENCES: Consequences

In most cases, we have control over the choices we make and can avoid negative consequences. This is known as being responsible. You need to think through your choice before you act!

One negative consequence can produce others. For example, Linda was suspended for talking back to the teacher. This was one negative consequence. A second negative consequence might be that a person who was thinking about being Linda's friend may decide to stay away from her.

DECISION MAKING AND CONSEQUENCES: Alternatives

1. Decide why you have to make a choice. Jerry was making a choice because he was angry. Allison felt pressure to choose between friends and pot.
2. Consider all the possible alternatives. Talk with others to get their opinions.
3. Think about the best and worst results that could happen from each alternative.
4. Pick your best choice. Evaluate the results.
5. Let each experience serve as a guide to help you make similar choices.

Keep this checklist in mind as you make decisions. Allison, for example, wrote the following goal. "I will let my sense of right and wrong, instead of my friends, guide me in making choices."

STUDENT RESPONSE PACKET 11.1s

DECISION MAKING (1)s

NAME _____

DATE _____

GRADE _____ HOMEROOM _____

ANSWER THESE QUESTIONS. Use complete sentences, except where it says to "list".

1. What choice or decision did you make that caused your suspension?

2. Who was responsible for this choice?

3. Why is it important to think of more than one possible choice?

4. Why is it important to think of all possible results of a choice before acting on it?

5. In the Learning Packet, what caused David to make the wrong decision about fighting Sam?

6. If you were Allison's counselor what advice would you give her about peer pressure?

7. Why did Jerry damage Mr. Turner's tires?

8. If Linda is to get along better with others, what must she do about her attitude?

9. List the 5 steps to making good choices:

   1.

   2.

   3.

   4.

   5.

10. Why is making the choice that first comes into your mind <u>not</u> always the best thing to do?

11. What caused you to make the choice that resulted in in your suspension?

12. Give as many negative consequences as you can of making poor choices. (List)

a.

b.

c.

13. What are some positive results of making good choices? (List)

a.

b.

c.

14. Why is it a good idea to talk things over with someone before making an important decision?

15. Who are some people you can talk with? (List)

a.

b.

c.

16. What will help you make better choices? (List)

a.

b.

c.

IN-SCHOOL SUSPENSION NOTICE
NORTH HIGH SCHOOL

To the parents of:

_____ _____ _____
Student Grade Advisor

The above student has been assigned to In-School Suspension
_____ period _____ for the following reason:
(Date)

_____
_____.

The following rules will apply to all students assigned to In-School Suspension:

1. An assignment will be given and must be satisfactorily completed by the student before returning to the regular classroom.

2. The student will be expected to spend In-School Suspension time engaged in study of assigned work.

3. The student will remain awake and alert during In-School Suspension.

4. The student will maintain silence except for a 20 minute lunch period. (Students will be escorted to the cafeteria for lunch between A and C lunches.)

5. The student will confine restroom visits to the two visits with teacher (one in the morning, one in the afternoon).

6. The student will be allowed two days after completing In-School Suspension to make up any assignments missed. (It is the responsibility of the student to get assignments from teachers.)

7. The student will be ineligible for all extra curricular activities until the In-School Suspension has been completed. (This includes dances, sporting events, musical events, plays, clubs, and organizations.)

8. The student will make arrangements with employer/family to remain at school each day until 2:40 P.M. while assigned to the In-School Suspension.

9. The student will, upon completion of the assignment, be returned to the ~~regular classroom~~ ATTENDANCE OFFICE by the In-School Suspension teacher at the ~~beginning of the next~~ END OF THE PERIOD period.

10. If a student is unable to follow the rules of the In-School Suspension, (s)he will be suspended to home and a parent conference followed by a satisfactory In-School Suspension will be required for re-admittance.

IN-SCHOOL SUSPENSION
TEACHER PROCEDURES AND RESPONSIBILITIES

1. Learning packets and student response packets will be kept in the In-School Suspension room.

2. Assignments for students sent to In-School Suspension will be indicated on pass given to student by advisor.
   Example: ____#4 Smoking_____ _Student Response #4.2_
   Packet Assigned Response Sheet

3. Learning packets and student response packets will be given to student by In-School Suspension teacher.

4. When a student enters in-school suspension during the school day, the I.S.S. teacher will transfer information from student's pass to the Attendance and Assignment Form.

5. The Attendance and Assignment Form is to be picked up from Linda, by the I.S.S. teacher, Period 1 each day.

6. The Attendance and Assignment Form should be continuously updated each period as changes occur (students entering or leaving I.S.S.).

7. The Attendance and Assignment Form is to be returned to ~~Linda at~~ ATTENDANCE OFFICE the end of the last period each day by the I.S.S. teacher.

8. Completed and approved student response packets are to be initialed by the teacher returning the student to class.

9. The I.S.S. teacher will, upon satisfactory completion of an assignment, initial the assignment, collect the assignment, and give the student a pass to return to the ~~regular classroom~~ ATTENDANCE OFFICE at the end of that period.

10. Completed Student Response Packets are to be turned in to Linda at the end of each day by the last period I.S.S. teacher along with the Attendance and Assignment Form.

11. Student Response Packets <u>not</u> completed at the end of the day will be collected by the I.S.S. teacher and handed out the following day by the first period teacher.

12. Students unable to follow the rules of I.S.S. are to be sent to their advisor with a pink pass.